

Monk Fryston Church of England Primary School



2019/2020



The STAR
MULTI ACADEMY TRUST

“OUTSTANDING” in all aspects (Ofsted 2008)
Designated as a National Teaching School by DFE 2016



CONTENTS

	<u>Page</u>
Contact Us	3
Welcome	4
Aims	5
About Us	6
School and Church	7
Pastoral Care	7
Behaviour	8
Admissions	9
Starting School	9
Early Years	10 - 11
The School Curriculum	12 - 16
Special Educational Needs	17
School Organisation	18-22
Members of the Governing Body	23
International Links	24
OFSTED	25-28
Statutory assessments	29



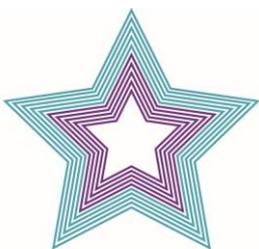
Monk Fryston Church of England Primary School
Chestnut Green
Monk Fryston
Leeds
North Yorkshire
LS25 5PN

Tel: 01977 682388 Fax: 01977 680564

E-mail: admin@mf.starmat.uk

Website: www.mf.starmat.uk

Executive Headteacher: Mr Rick Weights



The STAR
MULTI ACADEMY TRUST

The STAR Multi-Academy Trust,
Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

Tel: 01937 833466

Website: web.starmat.uk

CEO: Mr Martyn Sibley

Welcome to **Monk Fryston Church of England** **Primary School**

Thank you for considering our school for your child. We take great pride in being able to provide excellent standards of education and care for our children, and work hard to achieve the best possible outcomes for everyone in our community. We are keen to develop effective partnerships with our parents and families so that together we can meet our high expectations of behaviour, development and achievement.

Since September 2019 our school has been federated with Saxton CE Primary School, which is also in the STAR Multi Academy Trust. We believe that sharing resources, skills and expertise across both schools will enable our children to experience the very highest standard of Church of England primary education. I hope that the following pages will provide you with all the information you need to help you make the important choice about your child's school.

We would be very pleased to show you our school 'in action', with or without your child. Whilst we acknowledge that visits during the school day can sometimes be difficult to arrange, we would encourage you to see how our lessons operate and meet our children. Please telephone the office to make an appointment.

Rick Weights
Executive Headteacher



Monk Fryston Church of England Primary School

Our motto is:

“LOOK UP! AIM HIGH!”

Our Aim:

“We aim to inspire a love of learning and provide the opportunities and encouragement for everyone to develop his or her full potential in meeting excellent standards of achievement and behaviour.”

Our Values:

- we provide a secure, caring and supportive environment in which pupils understand the difference between right and wrong, and high standards of behaviour are expected.
- we respect others, ensuring that every child has the right to learn and every teacher has the right to teach.
- we recognise, respect and encourage the use of imagination and creativity in learning, so that we nurture the individuality of every child and support the development of their unique identity and positive self-image.
- we promote Christian values whilst also developing understanding and appreciation of a range of cultures and faiths so that children show respect for the beliefs of others.
- we encourage excellence in both teaching and learning.
- we promote mutual respect and tolerance so that adults and children have a good working relationship and engage with British values.
- all staff are highly valued, highly motivated and part of a supportive, professional team.
- governors are supportive, involved and well informed. They are key members of the team.
- parents and carers are welcome partners and their contributions are encouraged and valued.
- we are central and valued within the community and the community is an extension of life in school.
- we encourage interest in exploring and improving understanding of local and global communities, enabling children to contribute positively to life in modern Britain.
- we are committed to partnership working and sector-led school improvement in line with our responsibilities as a National Teaching School.

About Us

Monk Fryston is a Church of England Primary Academy catering for children from four to eleven years. It serves the two villages of Monk Fryston and Hillam and, when possible, also takes children from surrounding areas.

We currently have 207 children on roll.

The Archbishop of York opened the new school building in October 1999. It houses seven classrooms and a library as well as a kitchen, office and Headteacher's office. The large hall is used for assemblies, PE, singing and as a dining area. In May 2018 the school converted to become an academy as part of the STAR Multi-Academy Trust.

We have two playgrounds, one for quiet play and the other for more active play. When weather permits the playing field is used at break times as well as for games and other outdoor activities. We also have a quiet garden that is available for older children to use during lunchtimes.

There is an excellent selection of playground equipment to enhance your child's play during breaks.

Our school is currently divided into seven single age classes, as we believe that this optimises your child's learning opportunities.

The school is led by an Executive Headteacher who is based with us for half of the week (the other half is spent at Saxton School); a Deputy Headteacher and an Assistant Headteacher.

Monk Fryston CE Primary School is a happy place to be. The children enjoy learning in a safe, friendly and supportive environment.

We strongly promote the "Fish! Philosophy" values of: Choosing a good attitude; Being present; Making someone's day; and Having fun. We put a lot of emphasis on having fun as well as working hard and helping every child to achieve his/her best in all aspects of school life.



National Teaching School



As a designated Teaching School, we work closely with other schools in areas of school improvement. This includes supporting school leaders and other staff, training teachers,

and involvement in research and development of highly effective practice. Our staff remain highly informed and skilled to deliver lessons to children in the best possible way.

The Teaching School work we undertake is devolved across all schools in the STAR (Sherburn, Tadcaster, And Rural) Alliance. It is co-ordinated by our school, and the Alliance manager, Liz Tuddenham, is based at Monk Fryston.

School and Church

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values. We have strong links with the Church in Monk Fryston and the children visit the church regularly to take part in Church services.

We were recognised as an 'outstanding' church school at our most recent SIAMS (church) inspection in 2018.

We have daily acts of Collective Worship. This is consistent with the faith and practice of the Church of England. We also celebrate our multi-faith heritage and endeavour to instil values of tolerance and acceptance in our children and we welcome children from all faiths and backgrounds into our school.

Parents have the right to withdraw children from Collective Worship if they wish.

Our School Prayer:

This is our school.

A place where we learn and always do our best.

Help us to remember to love and care for everyone here,

To help, to comfort, to be a friend.

Amen

Pastoral Care

The Executive Headteacher, senior leaders, class teachers and non-teaching staff try to establish a caring relationship with each child in an atmosphere that is both friendly and supportive.

You are always welcome in school to visit or discuss any matters that give rise for concern. Every parent is welcome to discuss any aspect of his or her child's progress with either the class teacher or headteacher. Such conversations take place in strict confidence at a mutually convenient time.

In the case of accident or illness parents are contacted immediately if, in our judgement, it is appropriate and necessary. We require up-to-date contact details for this purpose. On the admission form we also ask for the name and

telephone number of the family GP. Please inform us if your child has a particular condition or need for medication e.g.inhalers.

Members of the Healthy Child Team are regular visitors to school. Besides routine weight, hearing and vision checks they will also talk to groups of children on a variety of health-related topics.

Behaviour

We actively encourage children to take responsibility for themselves and others and understand their part in our school community.

The school operates a Restorative Practice approach to behaviour management. This means that we focus primarily on praise and rewards and promoting high self-esteem in our children. In each class, teachers celebrate the achievements of children for good attitude, behaviour and work. Should children make poor behavioural choices we deal with these fairly and consistently, and may impose sanctions.

We have a Golden Book Assembly most weeks. Teachers nominate children who deserve particular recognition for effort, attitude or work each week and they receive a sticker and certificate.

Our School Rules are:

- Follow all adult's instructions
- Do not hurt each other with words or actions
- No put downs
- No swearing
- Respect property

All staff, including Midday Supervisors and Teaching Assistants, are involved in promoting the good behaviour of children at all times.

We give warnings to children who make inappropriate choices about behaviour. If children continue to make poor choices, behaviour or attitudes less than we expect, we inform parents quickly so that action can be taken. By parents and teachers working together most issues can be resolved quickly.

We also have an Anti Bullying Policy and we take a strong stance against bullying. Instances of bullying are very rare.

It is very important that children and parents let us know immediately if they think that bullying may be happening and we will act swiftly.



Admissions

Children starting school for the first time are admitted to the school in the September prior to their fifth birthday. You may collect a pre-admission form from school at any time and whatever the age of your child.

School admissions are handled entirely by North Yorkshire County Council and an application for a school place should be submitted online at <http://www.northyorks.gov.uk/article/23539/School-admissions> . Alternatively, contact the Admissions Office: telephone 01609 533679. We also ask prospective parents to complete and return a contact form to the school office as soon as possible after receipt, so that we have pupil information on file when school places are confirmed.

If you are moving into the area your child can start school at any time during the year provided that there is space in the class. Please contact the school for advice.

Parents are invited to an informal evening meeting to meet the staff and receive information about school procedures, collect new starter packs. It is a chance for parents to ask questions if they have any concerns about their child starting school.

Starting School

When your child starts school, we prefer that your child will be admitted into the Foundation Stage Class on a part time basis in the September of the academic year in which they are five. However, parents do have the right to request full time admission from the first day. If a child starts part time, they will be given the opportunity to experience both morning and afternoon sessions, and we will gradually introduce lunchtime and playtime experiences. The



oldest children will begin to be admitted full time after two weeks. Younger children may be part time for four weeks.

We can be flexible to meet the needs of the child and will discuss this on an individual basis.

All children will become Year One at the end of the Reception Year regardless of birth date and admission time.

Early Years

“Provision in the Foundation Stage is outstanding as is its leadership and management. Strong links with pre-school settings help children to settle quickly into school routines. Children have a wonderful start to schooling and make fast progress in all areas of learning. They benefit from exciting and purposeful teaching in a stimulating learning atmosphere.” (Ofsted 2008)

In the Foundation Stage Class the children follow the statutory Early Years Foundation Stage framework, which is organised into Prime and Specific areas of learning.

The three Prime areas are:

- communication and language development;
- physical development; and
- personal, social and emotional development.

The Specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design

The Foundation Stage offers early learning goals within all these areas and establishes expectations for most children to reach by the end of the Foundation Stage Year.

By the beginning of Year One some children will have exceeded the goals and other children, particularly the younger ones, will be working towards some or all of the goals.

During the school day children are expected to participate in a variety of activities to develop the areas of learning. Initially, these are taught through practical, first hand experiences which children find stimulating and enjoyable.



Many children describe their school day to parents as 'play' and for them the depth of learning is not apparent. All the activities in school are structured to teach particular skills and the Foundation Class teacher will be more than willing to explain this to you.

Reading – Foundation Stage

Reading and talking go together and it is important that you talk with your child. Talk about what you are doing when watching T.V., shopping or wherever you go. Listen to your child. Encourage him/her to ask questions and give an answer.

While reading to your child, discussing the story and illustrations together is good fun and establishes some early reading skills. We have a booklet in school, 'Reading at Home', which offers some helpful hints and ideas.

Numbers – Foundation Stage

Practical experience will help your child better than doing sums. When out of the house, draw your child's attention to the numbers around, such as those on doors and in shops.

Playing with water and sand and using vocabulary like 'full', 'empty', 'deep', 'shallow', 'sink' and 'float' helps to develop an understanding of volume and capacity.

Sorting and tidying, including putting things back where they belong, is another useful activity. Use words like 'big', 'little', 'over', 'under', 'up', 'down', 'tall', 'taller', 'thick', 'thin'. Try to develop an understanding of these concepts.

Writing – Foundation Stage

Encourage your children to draw, trace and colour pictures, as they will develop the control needed to write. Most children will enjoy using letters before they start school. At this stage the sound the letter makes is more important than its name. We do not start with capital letters and we introduce a joined script from a very early stage. Please ask at school for a Handwriting Script so that school and home can work together to support children's' early writing experiences. Please ask for any help or advice on helping your child at home.



How can you help your child before entry to school?

We expect children to be able to:

- Take themselves to the toilet.
- Be toilet trained and to have been taught to wash their hands afterwards.
- Dress and undress themselves.
- Fasten and unfasten buttons, shoes etc.
- Use a knife and fork.

The School Curriculum

The Curriculum is what we do in school. We believe that your child is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum. The National Curriculum is the minimum entitlement in all schools. Here at Monk Fryston we build on this basic structure and enhance it to make learning fun.

We believe very strongly that children learn best when they are happy and when they are fully involved in the learning process. This means that we plan our curriculum carefully to provide lessons which are stimulating and enjoyable.

We use a variety of teaching methods. These include whole class, group and individual teaching. We make realistic links between subjects to provide meaningful learning experiences for all children.

We are very forward thinking and we always have areas of school life that we wish to develop. We strive to achieve consistently outstanding teaching in

every class and constantly review the ways we work and develop new approaches.

Teachers plan carefully to meet the learning needs of all the children in their classes, differentiating work for children with special educational needs and the more able children.

You will be invited to discuss your child's progress with teachers twice a year in the Autumn and Spring Terms. Progress is also summarised in your child's annual report at the end of the Summer term.

English

English is a core subject and we give it very high priority in our school. We aim to develop in children a love of books and the written language and an ability to appreciate and use reading and writing skills in all areas of life.

English is taught every day as a subject and within other subjects.

Children are taught to listen carefully to stories, instructions and messages. They also convey their ideas in written and verbal form. They develop confidence in speaking by discussing their experiences with their teacher and classmates or by taking part in drama, presentations and talks.

Reading is a fundamentally important life skill, and is developed discreetly and as part of wider curriculum work in every class. We have a planned programme for teaching reading that forms part of our core timetable, and a team of parents read with children in school every day. We also request that children read frequently at home to refine their skills and develop a love of books.

Handwriting is taught as a specific skill and we use a cursive script.

Spelling, grammar and punctuation are considered as important aspects of learning to communicate clearly and accurately. The acquisition of such skills is often rooted in the writing children do to convey their own ideas, emotions and experience.

Mathematics

Maths is taught as a daily lesson in every class in which children are taught according to their age and ability. This enables children to understand mathematical ideas developing mental maths skills and problem solving strategies in a highly motivating and stimulating way so that they can master concepts and apply them in different contexts.

Maths is probably taught very differently from the way that you were taught! The way that we teach calculations and number is published in the calculations policy which can be found on our website. If you have any questions, please ask.

Science

We use a range of approaches to teaching science and your child will be involved in experimental and investigative activities. The children work through science 'topics' which provide full coverage of the National Curriculum.

Computing

We teach computing both as an independent subject and within other subject areas. We teach your child to use and understand computers, videos, cameras and iPads from the Foundation Stage Class onwards.

Computing is concerned with programming and handling of information. Children will be involved in creating, organising, processing, presenting and communicating information and controlling the operation of machines and other devices.

All classes have access to portable technology so that computing can be integrated into everyday classroom practice.

R.E.



Monk Fyston School is principally involved with the development of the whole child and Religious Education makes a distinct contribution to this development. Although education is concerned with spiritual, moral, cultural, mental, and physical development, Religious Education equips your child with the ability to make sense of the world around him

and how to relate to it. It also helps him/her to explore his/her personal experiences, feelings and beliefs, and the questions that arise through these.

Within the basic curriculum, Religious Education is given equal status to core subjects. It is a national requirement but it is unique among other subjects in that it is taught in accordance with a locally agreed syllabus. We follow the

syllabus produced by North Yorkshire Education Authority Standing Council on Religious Education.

Physical Education (P.E.)

All children in our school receive a minimum of 2 hours PE teaching every week. We follow the National Curriculum and introduce children to a range of skills that they can apply in sporting and often competitive contexts.



We want our children to experience a range of sporting activities, and make the use of both indoor and outdoor space in our teaching. We make every effort to ensure all children experience competition against teams from other schools, and we enter a large number of tournaments and festivals.

Swimming

Children in Years 3 have swimming lessons, along with any in Year 6 that cannot meet the statutory requirements for the end of the Key Stage. Block lessons are arranged for 6 weeks during the Spring term at a local swimming pool. We employ specialist teachers so that we can ensure all children meet the expected standard for the end of Key Stage 2. We ask parents to make a weekly voluntary contribution towards the cost of transport and the use of the swimming pool.

Modern Foreign Languages

Realising the importance of our place in Europe we have incorporated language teaching into our timetable. French is taught throughout Key Stage 2, but we may also teach German to older children. Your child will learn vocabulary and conversational skills so that they confidently understand key features of the language and culture.

Science, History, Geography, Art, Design Technology, and Music

These are the other subject areas of the National Curriculum. We plan and deliver lessons in each of these throughout the school so that children progressively develop the knowledge and skills required to meet the agreed national standard. Often, subjects will be taught through cross-curricular themes, or in discreet specialist lessons if appropriate.

Sex Education

We have a policy on Sex Education that has been drawn up in consultation with staff, Governors, LA advisers, the Community Health Service and parents. This policy is available in school for parents to read.

Sex Education is taught specifically to older children, but also in very general terms through health and science related topics and incidentally in a variety of ways throughout the curriculum.

In Years 5 and 6 the teachers talk to the children about puberty and the girls have a talk on menstruation. Parents are informed before these talks take place and are able to discuss the content with the teacher if they so wish. Parents have the right to withdraw their child from Sex Education.

Library

Monk Fryston has a superb library, which is very well stocked and up to date. The library has a wide range and variety of books, which are used by all the children in their lessons.

Your child may borrow books from the library and we encourage children to use and read non-fiction books as much as fiction. Each class has a library day for choosing a book to read at home. Books must be returned on the day specified.

~

We aim to stimulate your child's interest, enthusiasm, and curiosity of the world around them through interesting and exciting learning experiences.

If you have any questions about our curriculum please ask.

Our own curriculum policies describe how we apply the national requirements. We also have policies on a number of related issues such as Equal Opportunities, Behaviour and Discipline and Sex Education. Many are available on our website. All DFE (Department for Education) publications and our policies are available for loan from school.

Should you have any concerns about our school, including the way we have structured our curriculum, you should follow the complaints policy published on our website. Initially, complaints should be made to the Headteacher following the guidelines identified in this policy. Should you not be satisfied, further complaint should be made to the Governing Body. Addresses and telephone numbers are available from the school.



Special Educational Needs

At Monk Fryston we believe that all children, including those with special educational needs, should have equal opportunities to develop intellectually, spiritually, socially, physically and culturally.

We have a policy of inclusion which means that we aim to meet the needs of all children in the school by providing the physical means to access the curriculum e.g. wheelchair access, as well as differentiated learning activities designed to meet the educational needs of the individual. The school follows the SEN Code of Practice 2015.

All children who have additional support with their learning have an support plan (My Support Plan) which details the specific strategies that will be used in order to meet short-term learning targets. These are reviewed in partnership with parents at regular intervals.

All teachers have responsibility for the implementation of support plans and helping children with special educational needs. The school SENDCo and SEN governor regularly monitor and evaluate the effectiveness of this work.

We have excellent links with the external services that support children's learning, and use these regularly for advice, guidance and assessment of need. We hope to identify special needs early in order to provide the best educational opportunities for all children.

Further information about the policy and provision of special educational needs is available on our website.

Safeguarding

Monk Fryston Church of England Primary School takes safeguarding extremely seriously, and we are committed to ensuring the welfare and safety of all children in school at all times. All North Yorkshire schools, including Monk Fryston School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on our website.

Organisation

Senior Leadership

Mr Rick Weights – Executive Headteacher
Mrs Valerie Law – Deputy Headteacher
Mrs Dale Starr – Assistant Headteacher & SENDCo



Teachers

Foundation Stage:	Mrs Jessica Elcock
Year One:	Mrs Vicky Walsh
Year Two:	Mrs Dale Starr
Year Three:	Mrs Anna Greenwood & Mrs Laura Strathearn
Year Four:	Mrs Mandy Langan
Year Five:	Mrs Emma Ronicle
Year Six:	Mrs Val Law & Mrs Alex Stevens

SENDCO: Mrs Dale Starr

We also employ several teaching assistants who support children in all the classes, particularly those with Special Educational Needs.

Mrs Hannah Asquith
Mrs Ione Buckley
Mrs Linda Chorlton (*also teaches classes as HLTA*)
Mrs Carol Cole
Mr Mark Dunnill
Mrs Becky Gatenby

Mrs Charlotte Harmer
Mrs Susan Lee
Mrs Nicole Maddock (*also teaches classes as HLTA*)
Mrs Lyn Tate (*also teaches classes as HLTA*)
Mrs Christine Woodfine

Administrator: Mrs Katie McLachlan

Admin Assistant: Miss Elizabeth Fryers

STAR Teaching School Alliance Manager: Mrs Liz Tuddenham

Caretaker: Mr Tony Karpow

Midday Supervisors:

Mrs Cole
Mrs Williams

Miss Baldwin
Miss Fongmake

Mrs Asquith (Relief)
Mrs Milner

Session Times

The doors open at 8.50am, when children will be able to undertake learning activities before school starts at 9.00 am.

Children should not arrive before 8.50 am. Teachers use the time before school to prepare for lessons and do not supervise children in the classrooms.

Lunchtimes:	
Foundation	11.45 – 12.45
Year 1	11.45 – 12.45
Year 2	12.10 – 13.10
Year 3	12.15 – 13.15
Year 4	12.15 – 13.15
Year 5	12.15 – 13.15
Year 6	11.45 – 12.45

School closes at 3.30 pm.

Children have a supervised break of 15 minutes in the morning and afternoon. Children may not leave the school premises during the day without the written consent of parents.

It is very important that children are punctual and attend regularly. Please inform us of absences by email, telephone or leave an answer-phone message by 9.00am. Parents of children not present at the close of registers will be contacted immediately to ensure their child is safe.

Children should attend school for the full academic year and absences will only be granted in exceptional circumstances following strict criteria. Under current Dept of Education legislation, headteachers are not allowed to authorise any holiday taken during term time.

Communication

We are a paperless and cashless school. We endeavour to communicate with all members of our community through the use of our website, email and text messages. This supports our environmental and financial aims, and helps to ensure that we can maintain regular and effective communication. We try to send key information to parents every Friday. We also use social media, Twitter: [@MonkFrystonSch](#), Facebook: Monk Fryston C E Primary School.

We subscribe to Parent Pay to handle all financial transactions including dinner monies and trip contributions. The school office ensures all parents are set up on this system. The office makes alternative arrangements for families who do not have internet access.

School Uniform

We have a school uniform which we encourage all children to adhere to.

School uniform helps children to feel a part of our community of which they can be proud.

We want you to have the freedom to shop around and find the best value, so we do not specify manufacturer or supplier. We keep a small number of items in stock and we make arrangements twice a year to purchase school sweatshirts, polo shirts and fleeces in red or grey printed with the school name. Details will be sent in advance, including to parents of those children starting school in September.

The uniform is:

Grey trousers or skirt
Grey or red sweatshirt or cardigan
Grey, red or white polo shirt
Black or brown shoes (trainers are not acceptable).

Physical Education

Suitable footwear is required for outdoor games.
The children have bare feet for indoor PE.
Children must wear the correct PE kit - a plain red t-shirt (no logos or pictures other than the school logo) and black shorts.

Jewellery, including earrings, and nail varnish are not allowed in school. However, children may wear a small wristwatch if they wish.

A small named bag is required for children to keep extra belongings in, PE kit etc.

Medicines

If your child is well enough to attend school but requires prescribed medicines, we would prefer that a member of the family comes into school to give medicine.

In certain circumstances we will administer prescribed medicines providing we receive a signed letter detailing dosage and frequency and a labelled container. Without these, medicine will not be administered. Medicines must always be handed in and collected from the school office each day. We are unable to administer over-the-counter medication.

Peripatetic Music Teachers

North Yorkshire has a number of specialist music teachers who teach individuals or small groups of children on a weekly basis. Tuition in a variety of instruments is available including keyboard, guitar, violin, flute, and trumpet. North Yorkshire charges parents for this service.



Our pupils in Year 4 participate in whole-class woodwind lessons taught by a specialist teacher. This is subsidised by the school, but we may request a contribution to cover the hire of the instrument for the year.

Book Clubs and Fairs

A range of book clubs are run throughout the year and from time to time we organise a Book Fair where parents and children can choose books to purchase in school.

Parent Teacher Association

We have a very active Parent Teacher Association, which organises fun activities of various kinds for both children and parents. The money raised by some of these events supports the provision of extra equipment, activities and materials for children in school. We encourage all parents to be involved.



Charging for School Activities

We charge for activities that take place outside the timetabled curriculum. For educational visits taking place within the school day a voluntary contribution may be requested. If insufficient contributions are made the visit may not go ahead. No child will be excluded from the visit because they have not made a contribution. Details of our charging policy can be found on the school website.

Members of the Governing Body

Governors may be contacted through the school via the office or by email at cofg@mf.starmat.uk

Mrs Tracy Pickles – Chair
Mrs Ann Jesty – Vice Chair
Mr Rick Weights
Mrs Abby Mansbridge-Beard
Mrs Katie Taylor
Mrs Claire Westmoreland
Ms Janet Marshall
Mrs Sarah Fawcett
Mr Peter Roberts (Ex-Officio)
Mrs Louise Southern
Mrs Val Law

International Links

We have close links with schools in other European countries and the children have the opportunity to communicate through a variety of media - e-mail, letters, skype etc.

We currently have links with Germany, Italy, Spain, Malta, Slovakia, Sweden, China and America.

We believe that it is very important for children to understand that people have similar lives in other countries and cultures and that any differences should be celebrated.

In September 2012 we received “The International School Award” from the British Council for the fourth time.



OFSTED February 2008

Inspection report: Monk Fryston Church of England Voluntary Controlled Primary School, 5 February 2008

4 of 9

Overall effectiveness of the school

Grade: 1

Monk Fryston Church of England School provides an outstanding education for its pupils. It has continued to improve extremely well and has maintained high standards since its last inspection. A major key to the undoubted success of the school is the first rate leadership of the headteacher. She is assisted extremely well by very capable staff and a highly effective governing body. Staff and governors work with skill and enthusiasm to provide a very high standard of academic and pastoral care for pupils. Parents are supportive of the school and have high aspirations for the quality of their children's education.

Standards are exceptionally high by the end of Year 6. In 2007 at the end of Year 6, almost all pupils reached the nationally expected level and a substantial proportion went beyond this. Children's above average levels of knowledge and skills at the end of Reception are maintained well by the end of Year 2. Pupils then shoot ahead in Years 3 to 6 to reach high standards. The rate of progress from Years 3 to 6 has been consistently well above average since the last inspection.

Pupils' achievement is outstanding because of the good and often better quality of teaching. The teaching builds upon a very effective curriculum which meets the needs of all pupils. Besides separate teaching of English and mathematics, skills in different subjects are frequently planned precisely within a theme. This adds purpose and enjoyment in learning, particularly when linked to an educational visit. In each theme there is a strong emphasis on developing English skills through discussion and using different styles of writing. Furthermore, investigations in mathematics and science also provide support for the development of English.

There are high expectations for the presentation of work. This results in written accounts being of a high standard in other subjects, beyond English. Pupils are actively encouraged to engage in discussion and to evaluate their learning, in lessons, both independently and with partners. They express their views confidently and know that they are listened to. The pace of learning is brisk because pupils have a keen desire to learn. They enjoy their learning and so attendance rates are well above average. Pupils are increasingly being involved in judging if they have met the learning objective of lessons and critically appraising their partners' work. Together with detailed marking by teachers, pupils gain a clear understanding of their progress and what they must do to improve. Behaviour in lessons and around the school is exemplary. Relationships between pupils and with staff are warm and friendly. Pupils in Year 6 are confident, articulate and very well prepared for future learning.

The strengths in the leadership and management of the school at all levels, including governance, and the consistency of its high performance, result in a superb capacity to continue to improve. The school is not complacent and is ever seeking to improve. Its accurate view of itself and the identification of priorities for development are linked closely with the further improvement of standards and provision. Senior staff and governors plan in detail how to improve staff performance and the progress of all pupils. They rigorously evaluate the impact of their plans.

The checking of pupils' progress is very thorough and the tracking of groups of pupils' achievements is detailed and informative. This helps the management to

assess the progress of each pupil and group of pupils so that any underachievement is quickly spotted and rectified. In addition, the records are in a form that helps to provide information to assist the setting of targets for individuals and year groups and check progress towards them.

The school is outward looking, which keeps it at the forefront of current educational thinking. Senior members of staff take on responsibilities within the local authority involving helping other schools. This in turn develops their expertise and deepens their understanding of leadership and management issues. Links with schools in other countries are impressive. This adds a new dimension to staff's expertise which benefits pupils' learning and cultural development. Above all, the school meets the needs of its local area. As stated by a parent, 'The school is the centre of the community.' The inspection agrees with this view and finds that the school's motto, 'Look up! Aim high!' is met fully in practice.

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage is outstanding as is its leadership and management. Strong links with pre-school settings help children to settle quickly into school routines. Children have a wonderful start to schooling and make fast progress in all areas of learning. They benefit from exciting and purposeful teaching in a stimulating learning atmosphere. A very wide range of learning opportunities engages children's interest. Basic reading and mathematical skills are developed in an enjoyable and practical way. Information and communication technology assists children's learning. They are skilled at using computers to practise and consolidate new learning. Teaching is organised extremely well. Every opportunity is taken to encourage children to discuss together or with an adult and to engage in writing activities. For example, children actively discussed and planned with adults a 'Pancake Day'. They learnt how to make pancakes, wrote recipes and menus and took down orders for them. Best use is made of the existing outdoor area to develop and initiate learning in all areas of learning. Standards by the end of Reception are mostly above average and well above in children's personal development. The strong emphasis on this aspect prepares children admirably for their next stage in education. Parents are justified in their praise for the care provided for children.

What the school should do to improve further

There are no major areas for improvement. The school development plan details how the school can improve the education of its pupils.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The effectiveness of boarding provision	NA
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 – Exceptionally and consistently high; Grade 2 – Generally above average with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources are deployed, including the adequacy of staff, to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Statutory Assessment

Statutory Assessments (SATs) take place at the end of each Key Stage (at ages 7 and 11). We also informally assess the progress of your child at regular intervals during the year in all classes to ensure that your child's learning needs are fully met.

The formal assessments take place in May each year. We try to ensure that the children are happy and confident during this time and we do not put any pressure on them. We hope that parents will also be very relaxed about any form of testing in our school and discuss any issues or concerns with us.

We are very proud of the high standards achieved by the children and our results in the National Tests are been outstanding. Results do vary slightly from year to year due to the different cohorts of children, although we remain significantly above the national average and similar schools in all age phases.

The achievement of every child at every level is important to us. That every child makes good progress matters more than the levels they achieve.

The most recent performance data can be accessed from
www.education.gov.uk

